


By :
Mr . Ekramy Ramadan

# Five Year Primary Preparation



School : ……………………………………………………………………………….

Teacher's name: ……………………………………………………………………….

Grade: Primary Five.

Year: 20 / 20





*Address :*
*Mobile :*
*E-mail :*

## *Personal Data*

*School :*
*Code :*
*Id :*
*Date of Birth :*
*Religion :*
*Marital Status :*
*Nationality :*

## *Job Data*

*Date of Appointment :*
*Receipt of work date :*
*Current job :*
*Decision No. :*
*Job history :*
*Attitude of work :*
*Subject :*
*Specialize in the cadre :*
*Financial class*

## *Qualification*

*Degree :*
:
*University :*
*Faculty :*
*Major :*

# Time table

| Morning | Afternoon | Days | 1st Period | 2nd Period | 3rd Period | 4th Period | 5th Period | 6th Period | 7th Period | 8th Period |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| | | *Saturday* | | | | | | | | |
| | | *Sunday* | | | | | | | | |
| | | *Monday* | | | | | | | | |
| | | *Tuesday* | | | | | | | | |
| | | *Wednesday* | | | | | | | | |
| | | *Thursday* | | | | | | | | |

**Notes:**

| Periods | Time | Study Time | | | |
|---|---|---|---|---|---|
| | | Morning | | Afternoon | |
| | | From | To | From | To |
| Queue | | | | | |
| 1st Period | | | | | |
| 2nd Period | | | | | |
| 3rd Period | | | | | |
| 4th Period | | | | | |
| | | | | | |
| 5th Period | | | | | |
| 6th Period | | | | | |
| 7th Period | | | | | |
| 8th Period | | | | | |



## *Objectives of Teaching English as a foreign Language in The Primary Stage*

***By the end of the Elementary Stage and within the assigned structures and vocabulary for this stage: students should be able to:***

1. Learn the basics of the English language that would form the foundation for its mastery in the future.
2. Use the basic structures of English sentences.
3. Learn the core vocabulary assigned for this stage.
4. Listen to and understand English.
5. Express themselves orally using English.
6. Read and understand simple English materials.
7. Write sentences and short paragraphs in English.
8. Develop an awareness of the importance of the English language as an international mean of communication.
9. To experience language awareness in terms of how English works and differs from Arabic.

### *1- Listening :*

- Distinguish between English and other languages.
- Identify and name all the sounds of English.
- Carry out simple oral instructors – class routine.
- Listen to and understand the time on the hours.

### *2- Speaking :*

- Produce consonant clusters as well as different sounds accurately.
- Use greetings and leave takings.
- Memorize and recite songs and rhymes.
- Give personal information "name, age ..........."

### *3- Reading :*

- Identify sound – letter correspondences.
- Read the written forms of the numbers 1: 100.
- Read the names of self and class members.
- Sight – read vocabulary in context.

### *4- Writing :*

- Write the letters of the alphabet.
- Write the numbers 1: 100.
- Write your own name and the names of the things.
- Copy neatly from core vocabulary.



## Syllabus Distribution
Plan of Education year
20….. / 20…..

| Primary ............... | | | |
|---|---|---|---|
| **Months** | **Term** | **Sections** | **Remarks** |
| ***September*** | First Term | **Units**.......................... | **Time for English Student's book+ work book** |
| ***October*** | | **Units**.......................... | |
| ***November*** | | **Units**.......................... | |
| ***December*** | | **Units**.......................... | |
| ***January*** | | **Units**.......................... | |
| ***February*** | Second Term | **Units**.......................... | |
| ***March*** | | **Units**.......................... | |
| ***April*** | | **Units**.......................... | |
| ***May*** | | **Units**.......................... | |

**Teacher** ................ **Supervisor** ................ **School manager** ................



| Content | TOPIC | Learning outcomes pr5 | | | | Strategies | Assessment | evidence |
|---|---|---|---|---|---|---|---|---|
| | | **Listening\speaking** | **Reading\writing** | **PHONICS** | **Grammar** | | | |
| | Do you remember? | introduce oneself<br>give personal inform | | | | | | |
| Unit1 | At the Campsite | ask & tell time<br>state what one will eat<br>express a favourite food<br>inquire about past activities<br>identify speakers in a conversation | write sentences<br>read sentences<br>vocabulary: camping activities | distinguish between consonant blends:<br>ch, sh, voiced th voiceless th,<br>br, pr, gr, tr, dr, cr, sl, pl, fl, sp, sn, sm<br>associate sound of letters with written form | Yes / No questions with (did)<br>Simple past | *playing roles<br>*presenting new words<br>*chants | work book exercise<br>* tests<br>*oral question<br>*written question | *Ss`books<br>*CD<br>*note-book<br>*words cards<br>*wall charts |
| Unit2 | At the Amusement Park | express physical states, make suggestions, express preferences<br>ask about & state a problem<br>offer help<br>describe what someone did or did not do<br>identify speakers in a conversation | write sentences<br>read sentences<br>vocabulary: leisure activities | identify sound of final *(ed)*<br>associate sound of letters with written form | Simple past with irregular verbs (affirmative and negative statements) | * self learning<br>* learning by a story<br>*chants | work book exercise<br>* tests<br>*oral question<br>*written question | *Ss`books<br>*CD<br>*note-book<br>*words cards<br>*wallcharts |
| Unit3 | Around the House | offer help,express gratitude<br>express a physical state<br>inquire about past activities<br>identify speakers in a conversation | write sentences<br>read sentences<br>vocabulary: everyday household chores | identify sound of final *(ed)*<br>associate sound of letters with written form | Wh- questions With (what)<br>Irregular simple past | * pair work<br>* a game<br>* chants | work book exercise<br>* tests<br>*oral question<br>*written question | *Ss`books<br>*CD<br>*note-book<br>*words cards |
| Review 1 | | participate in a conversation<br>identify meaning of a conversation | recognise and produce words vocabulary | | | | | |
| Unit4 | In Town | ask about location,give directions<br>request clarification, express gratitude,<br>describe future activities<br>identify speakers in a conversation | write sentences<br>read sentences<br>vocabulary: actions | identify sound of final *-le*<br>associate sound of letters with written form | Future with going to (affirmative and negative statements) | *self learning<br>*playing roles<br>*chants | work book exercise<br>* tests<br>*oral question<br>*written question | *Ss ` books<br>*CD<br>*note-book<br>*words cards<br>*wall charts |
| Unit5 | At the Food Festival | ask about & offer food<br>ask questions about future meals<br>identify speakers in a conversation | write sentences<br>read sentences<br>vocabulary: foods | identify sound of final *-er*<br>associate sound of letters with written form | Wh- questions with (what)<br>Future with going to | * self learning<br>* learning by a story<br>*chants | work book exercise<br>* tests<br>*oral question<br>*written question<br>* | *Ss `books<br>*CD<br>*note-book<br>*words cards<br>*wall charts |
| Unit6 | During the Year | elicit & express personal opinion<br>ask for & give directions<br>describe future activities related to seasons<br>identify speakers in a conversation | write sentences<br>read sentences<br>vocabulary: seasons & seasonal activities | distinguish between sounds of *(al, au, aw)*<br>associate sound of letters with written form | Future with will (affirmative& negative statements) | * self learning<br>* learning by a story<br>*chants | work book exercise<br>* tests<br>*oral question<br>*written question | *Ss`books<br>*CD<br>*note-book<br>*words cards<br>*wall charts |
| Review 2 | | participate in a conversation<br>identify meaning of a conversation | recognize and produce words (vocabulary) | | | | | |

| Date | class | period | The title | Unit | lesson | page |
| --- | --- | --- | --- | --- | --- | --- |
| | | | At the campsite | 1 | 1 | 1 |
| Review | Can you help me? | | Where can you buy the groceries? | | | |
| Warm Up | I will warm my students up by revising the words and sentences from last year. | | | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
| --- | --- | --- | --- | --- | --- | --- |
| By the end of the lesson the student will be able to :<br>1- Offer help.<br>2- Express gratitude<br>3- express a physical state | Students ' book Page 1<br>Workbook page 1<br>The board<br>C D<br>Picture cards | New words<br>Heavy- light- strong- weak – no problem- skateboard- Be careful<br>New structures<br>Offering help<br>Express physical state | *Brain storming<br>*Problem solving<br>*Cooperative learning<br>*Self-learning | Open the book page 1<br>I will teach the new words, by writing them on the board and express meaning.<br>I will get the pupils to listen to the text, and point to the speaker, I will ask them about what can they see in the picture.<br>I will get them to listen again and repeat.<br>I will get some pupils to act the conversation I will get them to work in groups to answer the work book page1. | Is the boy strong?<br>Where is the mother now?<br>Are you okay?<br>The work book page 1 | |
| Home assignment | Complete the workbook page 1 at home and revise the new words. | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |



| Date | class | period | The title | Unit | lesson | page |
|---|---|---|---|---|---|---|
| | | | At the campsite | 1 | 2 | 2 |
| Review | What did the boy do? | | Do you help your mother at home? | | | |
| Warm Up | I will warm my students up by revising the conversation from the previous lesson. | | | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to :<br>1- identify new words<br>2- Read the new words<br>3- Write the new words | Students ' book Page 10<br>Workbook page 10<br>The board<br>C D<br>Picture cards | New words<br>Make the bed- feed the pets- sweep the floor- do the laundry<br>etc<br>New structures<br>Everyday house hold | *Brain storming<br>*Problem solving<br>*Cooperative learning<br>*Self-learning | I will get them to open the book page 10<br>I will teach the new sentences using cards, I will write the sentences on the board.<br>I will get them to read and repeat them many times.<br>I will say the sentence and get them to point to the picture.<br>I will get them to play in groups to answer the work book page 10 | What can you do at home?<br>Did you set the table?<br>Who can hang up clothes?<br>The work book page 10 | |
| Home assignment | Complete the workbook page 10 at home and revise the words . | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |

| Date | class | period | The title | Unit | lesson | page |
|---|---|---|---|---|---|---|
| | | | At the campsite | 1 | 3 | 3 |
| Review | Did you clean the tent? | | What did you do yesterday? | | | |
| Warm Up | I will warm my students up by revising the sentences from the last lesson. | | | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to :<br>1- Write sentences<br>2- Read sentences<br>3- Inquiring about past activities | Students ' book Page 11<br>Workbook page 11<br>The board<br>C D<br>Picture cards | New words<br>What did you do?<br>New structures<br>Asking and answering in the past | *Brain storming<br>*Problem solving<br>*Cooperative learning<br>*Self-learning | I will get them to open the book page 11<br>I will get them to read the question, did you play yesterday?<br>I will get them to remember the tense and answer it, and then I will write what did he do? I will show a picture ( set the table) and get them to answer me, I will do the same by getting them play in pair to ask and answer about each picture.<br>They will work in groups to answer the work book page11 | What did she do?<br>What did they do?<br>What did you do?<br>The workbook page 11 | |
| Home assignment | Complete the workbook page 11 at home and revise the words. | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |



| Date | class | period | The title | Unit | lesson | page |
|---|---|---|---|---|---|---|
| | | | At the campsite | 1 | 4 | 4 |
| Review | What did she do? | | Did she watch the sunrise? | | | |
| Warm Up | I will warm my students up by revising asking question with did in the past form. | | | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to :<br>Identify sounds of final (ed)<br><br>Associate sound of letters with written form. | Students ' book Page 12<br><br>Workbook page 12<br><br>The board<br><br>C D<br><br>Picture cards | New words<br>Dusted<br>Greeted<br>Invited<br>Planted<br>Waited<br>weeded<br><br>New structures<br>. | *Brain storming<br><br>*Problem solving<br><br>*Cooperative learning<br><br>*Self-learning | I will get them to open the book page 12<br>I will write the new verbs on the board, and teach them then get them to know the pronunciation of sound(ed).<br>I will get them to read and repeat the verbs and try to find other verbs have the same 9ed) end.<br>I will get them to play in groups to answer the workbook page 12 | Say words have ed sound<br>Weeded<br>Greeted<br><br>What did she do?<br><br>The workbook page12 | |
| Home assignment | Complete the workbook page 12 at home and revise the words and verbs have (ed). | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |

| Date | class | period | The title | Unit | lesson | page |
|---|---|---|---|---|---|---|
| | | | At the amusement park | 2 | 1 | 5 |
| Review | Can you help me? | | Where can you buy the groceries? | | | |
| Warm Up | I will warm my students up by revising the words and sentences from unit 2. | | | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to :<br>4- Offer help.<br>5- Express gratitude<br>6- express a physical state | Students ' book Page 9<br>Workbook page 9<br>The board<br>C D<br>Picture cards | New words<br>Heavy- light- strong- weak – no problem- skateboard- Be careful<br>New structures<br>Offering help<br>Express physical state | *Brain storming<br>*Problem solving<br>*Cooperative learning<br>*Self-learning | Open the book page 9<br>I will teach the new words, by writing them on the board and express meaning.<br>I will get the pupils to listen to the text, and point to the speaker, I will ask them about what can they see in the picture.<br>I will get them to listen again and repeat.<br>I will get some pupils to act the conversation I will get them to work in groups to answer the work book page9. | Is the boy strong?<br>Where is the mother now?<br>Are you okay?<br>The work book page 9 | |
| Home assignment | Complete the workbook page 9 at home and revise the new words. | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |



| Date | class | period | The title | Unit | lesson | page |
|---|---|---|---|---|---|---|
| | | | At the amusement park | 2 | 2 | 6 |
| Review | What did the boy do? | | Do you help your mother at home? | | | |
| Warm Up | I will warm my students up by revising the conversation from the previous lesson. | | | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to :<br>4- identify new words<br>5- Read the new words<br>6- Write the new words | Students ' book Page 10<br>Workbook page 10<br>The board<br>C D<br>Picture cards | New words<br>Make the bed- feed the pets- sweep the floor- do the laundry<br>etc<br>New structures<br>Everyday house hold | *Brain storming<br>*Problem solving<br>*Cooperative learning<br>*Self-learning | I will get them to open the book page 10<br>I will teach the new sentences using cards, I will write the sentences on the board.<br>I will get them to read and repeat them many times.<br>I will say the sentence and get them to point to the picture.<br>I will get them to play in groups to answer the work book page 10 | What can you do at home?<br>Did you set the table?<br>Who can hang up clothes?<br>The work book page 10 | |
| Home assignment | Complete the workbook page 10 at home and revise the words . | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |



| Date | class | period | The title | Unit lesson page |
|---|---|---|---|---|
| | | | At the amusement park | 2 3 7 |
| Review | Did you set the table? | | What did you do yesterday? | |
| Warm Up | I will warm my students up by revising the sentences from the last lesson. | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to :<br>4- Write sentences<br>5- Read sentences<br>6- Inquiring about past activities | Students ' book Page 11<br>Workbook page 11<br>The board<br>C D<br>Picture cards | New words<br>What did you do?<br>New structures<br>Asking and answering in the past | *Brain storming<br>*Problem solving<br>*Cooperative learning<br>*Self-learning | I will get them to open the book page 11<br>I will get them to read the question, did you play yesterday?<br>I will get them to remember the tense and answer it, and then I will write what did he do? I will show a picture ( set the table) and get them to answer me, I will do the same by getting them play in pair to ask and answer about each picture.<br>They will work in groups to answer the work book page11 | What did she do?<br>What did they do?<br>What did you do?<br>The workbook page 11 | |
| Home assignment | Complete the workbook page 11 at home and revise the words. | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |



| Date | class | period | The title | Unit lesson page |
| --- | --- | --- | --- | --- |
| | | | At the amusement park | 2 4 8 |
| Review | What did she do? | | Did she hang up the clothes? | |
| Warm Up | I will warm my students up by revising asking question with did in the past form. | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
| --- | --- | --- | --- | --- | --- | --- |
| By the end of the lesson the student will be able to :<br>Identify sounds of final (ed)<br><br>Associate sound of letters with written form. | Students ' book Page 12<br><br>Workbook page 12<br><br>The board<br><br>C D<br><br>Picture cards | New words<br>Dusted<br>Greeted<br>Invited<br>Planted<br>Waited<br>weeded<br><br>New structures<br>. | *Brain storming<br><br>*Problem solving<br><br>*Cooperative learning<br><br>*Self-learning | I will get them to open the book page 12<br>I will write the new verbs on the board, and teach them then get them to know the pronunciation of sound(ed).<br>I will get them to read and repeat the verbs and try to find other verbs have the same 9ed) end.<br>I will get them to play in groups to answer the workbook page 12 | Say words have ed sound<br>Weeded<br>Greeted<br><br>What did she do?<br><br>The workbook page12 | |
| Home assignment | Complete the workbook page 12 at home and revise the words and verbs have (ed). | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |



| Date | class | period | The title | Unit | lesson | page |
|---|---|---|---|---|---|---|
| | | | Around the house | 3 | 1 | 9 |
| Review | Can you help me? | | Where can you buy the groceries? | | | |
| Warm Up | I will warm my students up by revising the words and sentences from unit 2. | | | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to :<br>7- Offer help.<br><br>8- Express gratitude<br><br>9- express a physical state | Students ' book Page 9<br><br>Workbook page 9<br><br>The board<br><br>C D<br><br>Picture cards | New words<br>Heavy- light- strong- weak – no problem- skateboard- Be careful<br><br>New structures<br>Offering help<br>Express physical state | *Brain storming<br><br>*Problem solving<br><br>*Cooperative learning<br><br>*Self-learning | Open the book page 9<br>I will teach the new words, by writing them on the board and express meaning.<br>I will get the pupils to listen to the text, and point to the speaker, I will ask them about what can they see in the picture.<br>I will get them to listen again and repeat.<br>I will get some pupils to act the conversation I will get them to work in groups to answer the work book page9. | Is the boy strong?<br><br>Where is the mother now?<br><br>Are you okay?<br><br>The work book page 9 | |
| Home assignment | Complete the workbook page 9 at home and revise the new words. | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |



| Date | class | period | The title | Unit lesson page |
|---|---|---|---|---|
| | | | Around the house | 3 2 10 |
| Review | What did the boy do? | | Do you help your mother at home? | |
| Warm Up | I will warm my students up by revising the conversation from the previous lesson. | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to :<br>7- identify new words<br><br>8- Read the new words<br><br>9- Write the new words | Students ' book Page 10<br><br>Workbook page 10<br><br>The board<br><br>C D<br><br>Picture cards | New words<br>Make the bed- feed the pets- sweep the floor- do the laundry<br>etc<br><br>New structures<br>Everyday house hold | *Brain storming<br><br>*Problem solving<br><br>*Cooperative learning<br><br>*Self-learning | I will get them to open the book page 10<br>I will teach the new sentences using cards, I will write the sentences on the board.<br>I will get them to read and repeat them many times.<br>I will say the sentence and get them to point to the picture.<br>I will get them to play in groups to answer the work book page 10 | What can you do at home?<br><br>Did you set the table?<br><br>Who can hang up clothes?<br><br>The work book page 10 | |
| Home assignment | Complete the workbook page 10 at home and revise the words . | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |



| Date | class | period | The title | Unit lesson page |
| --- | --- | --- | --- | --- |
| | | | Around the house | 3 3 11 |
| Review | Did you set the table? | | What did you do yesterday? | |
| Warm Up | I will warm my students up by revising the sentences from the last lesson. | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
| --- | --- | --- | --- | --- | --- | --- |
| By the end of the lesson the student will be able to :<br>7- Write sentences<br>8- Read sentences<br>9- Inquiring about past activities | Students ' book Page 11<br>Workbook page 11<br>The board<br>C D<br>Picture cards | New words<br>What did you do?<br>New structures<br>Asking and answering in the past | *Brain storming<br>*Problem solving<br>*Cooperative learning<br>*Self-learning | I will get them to open the book page 11<br>I will get them to read the question, did you play yesterday?<br>I will get them to remember the tense and answer it, and then I will write what did he do? I will show a picture ( set the table) and get them to answer me, I will do the same by getting them play in pair to ask and answer about each picture.<br>They will work in groups to answer the work book page11 | What did she do?<br>What did they do?<br>What did you do?<br>The workbook page 11 | |
| Home assignment | Complete the workbook page 11 at home and revise the words. | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |



| Date | class | period | The title | Unit lesson page |
|---|---|---|---|---|
| | | | Around the house | 3 4 12 |
| Review | What did she do? | | Did she hang up the clothes? | |
| Warm Up | I will warm my students up by revising asking question with did in the past form. | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to :<br>Identify sounds of final (ed)<br><br>Associate sound of letters with written form. | Students ' book Page 12<br><br>Workbook page 12<br><br>The board<br><br>C D<br><br>Picture cards | New words<br>Dusted<br>Greeted<br>Invited<br>Planted<br>Waited<br>weeded<br><br>New structures<br>. | *Brain storming<br><br>*Problem solving<br><br>*Cooperative learning<br><br>*Self-learning | I will get them to open the book page 12<br>I will write the new verbs on the board, and teach them then get them to know the pronunciation of sound(ed).<br>I will get them to read and repeat the verbs and try to find other verbs have the same 9ed) end.<br>I will get them to play in groups to answer the workbook page 12 | Say words have ed sound<br>Weeded<br>Greeted<br><br>What did she do?<br><br>The workbook page12 | |
| Home assignment | Complete the workbook page 12 at home and revise the words and verbs have (ed). | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |



| Date | class | period | The title | Lesson page |
|---|---|---|---|---|
| | | | Review 1 | 1 13 |
| Review | What did she do? | | Did she hang up the clothes? | |
| Warm Up | I will warm my students up by revising asking question with did in the past form. | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to : Revise units 1 - 3<br><br>Conversations vocabulary and patterns | Students ' book Page 13<br><br>Workbook page 13<br><br>The board<br><br>C D<br><br>Picture cards | New words Revise units 1 to 3<br><br>New structures Past simple- present simple | *Brain storming<br><br>*Problem solving<br><br>*Cooperative learning<br><br>*Self-learning | I will get them to open the book page 13<br>I will write some verbs on the board, and revise them , then get them to revise the pronunciation of sound(ed).<br>I will get them to read and repeat the verbs and try to find other verbs have the same (ed) end.<br>I will get them to play in groups to answer the workbook page 13 | What did she do ?<br><br>What does she do?<br><br>The workbook page13 | |
| Home assignment | Complete the workbook page 13 at home and revise the words and verbs have (ed). | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |



| Date | class | period | The title | lesson page |
|---|---|---|---|---|
| | | | Review 1 | 2 14 |
| Review | What does she do? | | Did she hang up the clothes? | |
| Warm Up | I will warm my students up by revising asking question with did in the past form. | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to :<br><br>Revise units 1 - 3<br><br>Conversations vocabulary and patterns | Students ' book Page 14<br><br>Workbook page 14<br><br>The board<br><br>C D<br><br>Picture cards | New words<br>Revise the sentences from the units 1 to 3<br><br>New structures<br>Past and present simple | *Brain storming<br><br>*Problem solving<br><br>*Cooperative learning<br><br>*Self-learning | I will get them to open the book page 14<br>I will write some sentences and verbs on the board, and revise them then get them to know the past and present form.<br>I will get them to read and repeat the verbs and try to find other verbs have the same end.<br>I will get them to play in groups to answer the workbook page 14 | What can you do at the campsite?<br><br>What did she do?<br><br>The workbook page14 | |
| Home assignment | Complete the workbook page 14 at home and revise the words and sentences. | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |

| Date | class | period | The title | Unit lesson page |
|---|---|---|---|---|
| | | | In town | 4 1 15 |
| Review | Do you visit the museum? | | Where is your house? | |
| Warm Up | I will warm my students up by revising the words and sentences from unit 3. | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to :<br>*Asking about location.<br><br>*Give directions<br>*Requesting clarification<br><br>*Expressing gratitude<br><br>*describe future activities<br><br>*Identify speakers in a conversation | Students ' book Page 15<br><br>Workbook page 15<br><br>The board<br><br>C D<br><br>Picture cards | New words<br>Excuse me- look for- museum – far – not really- block – turn right- turn left<br>On the right<br>On the left<br><br>New structures<br>Giving directions | *Brain storming<br><br>*Problem solving<br><br>*Cooperative learning<br><br>*Self-learning | Open the book page 15<br>I will teach the new words, by writing them on the board and express meaning.<br>I will get the pupils to listen to the text, and point to the speaker, I will ask them about what can they see in the picture.<br>I will get them to listen again and repeat.<br>I will get some pupils to act the conversation I will get them to work in groups to answer the work book page 15. | Is the museum far?<br><br>Where is the museum?<br><br>Where is our school?<br><br>The work book page 15 | |
| Home assignment | Complete the workbook page 15 at home and revise the new words. | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |



| Date | class | period | The title | Unit | lesson | page |
|---|---|---|---|---|---|---|
| | | | In town | 4 | 2 | 16 |
| Review | What did Mona do yesterday? | | Do you help your mother at home? | | | |
| Warm Up | I will warm my students up by revising the conversation from the previous lesson. | | | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to :<br>Learn new words(personal items)<br><br>Read the new words<br><br>Write the new words | Students ' book Page 16<br><br>Workbook page 16<br><br>The board<br><br>C D<br><br>Picture cards | New words<br>see a film bed-download a video – ride the bus – visit a friend- get a haircut<br>etc<br><br>New structures<br>. | *Brain storming<br><br>*Problem solving<br><br>*Cooperative learning<br><br>*Self-learning | I will get them to open the book page 16<br>I will teach the new sentences using cards, I will write the sentences on the board.<br>I will get them to read and repeat them many times.<br>I will say the sentence and get them to point to the picture.<br>I will get them to play in groups to answer the work book page 16 | What can you do in town?<br><br>Did you ride the bus?<br><br>Do you get a haircut?<br><br>The work book page 16 | |
| Home assignment | Complete the workbook page 16 at home and revise the words . | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |



| Date | class | period | The title | Unit lesson page |
|---|---|---|---|---|
| | | | In town | 4 3 17 |
| Review | Did you visit a friend? | | What did you do yesterday? | |
| Warm Up | I will warm my students up by revising the sentences from the last lesson. | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to :<br>*Write sentences<br>*Read sentences<br>*Ask about directions<br>*Give directions | Students ' book Page 17<br>Workbook page 17<br>The board<br>C D<br>Picture cards | New words<br>What are you going to do?<br>New structures<br>Future form with going to | *Brain storming<br>*Problem solving<br>*Cooperative learning<br>*Self-learning | I will get them to open the book page 11<br>I will get them to read the question, Are you going to visit a friend? I will get them to remember the tense and answer it, and then I will write what is he going to do? I will show a picture ( ride the bus) and get them to answer me, I will do the same by getting them play in pair to ask and answer about each picture.<br>They will work in groups to answer the work book page17 | What is she going to do?<br>What are they going to do?<br>What are you going todo?<br>The workbook page 17 | |
| Home assignment | Complete the workbook page 17 at home and revise the words. | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |



| Date | class | period | The title | Unit lesson page |
|---|---|---|---|---|
| | | | In town | 4 4 18 |
| Review | What did she do ? | | Did she hang up the clothes? | |
| Warm Up | I will warm my students up by revising asking question with did in the past form. | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to :<br>Identify sounds of final (le)<br><br>Associate sound of letters with written form. | Students ' book Page 18<br><br>Workbook page 18<br><br>The board<br><br>C D<br><br>Picture cards | New words<br>Puddle- riddle- cattle- bicycle- candle- beetle- bottle – noodle- turtle<br><br>New structures<br>. | *Brain storming<br><br>*Problem solving<br><br>*Cooperative learning<br><br>*Self-learning | I will get them to open the book page 18<br>I will write the new words on the board, and teach them then get them to know the pronunciation of sound (le).<br>I will get them to read and repeat the words and try to find other words have the same (le) end.<br>I will get them to play in groups to answer the workbook page 18 | Say words have le<br>candle<br>Nile<br>bottle<br><br>What is your favourite food?<br><br>The workbook page18 | |
| Home assignment | Complete the workbook page 18 at home and revise the words have (le). | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |



| Date | class | period | The title | Unit | lesson | page |
|---|---|---|---|---|---|---|
| | | | At the food festival | 5 | 1 | 19 |
| Review | Do you like rice? | | What is your favourite food? | | | |
| Warm Up | I will warm my students up by revising the words and sentences from unit 4. | | | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to :<br>*Ask about and offer food.<br><br>*Ask questions about future meals<br><br>*Identify speakers in a conversation | Students ' book Page 19<br><br>Workbook page 19<br><br>The board<br><br>C D<br><br>Picture cards | New words<br>Fried rice- try some- come on – just a little- delicious<br><br>New structures<br>. | *Brain storming<br><br>*Problem solving<br><br>*Cooperative learning<br><br>*Self-learning | Open the book page 19<br>I will teach the new words, by writing them on the board and express meaning.<br>I will get the pupils to listen to the text, and point to the speaker, I will ask them about what can they see in the picture.<br>I will get them to listen again and repeat.<br>I will get some pupils to act the conversation I will get them to work in groups to answer the work book page19. | What are you eating?<br><br>Where is the boy?<br><br>What's your favourite food??<br><br>The work book page 19 | |
| Home assignment | Complete the workbook page 19 at home and revise the new words. | | | | | |
| Self-evaluation | 1-Objectives Achieved | 2- Time management good | 3- Steps Covered | | | |



| Date | class | period | The title | Unit lesson page |
|---|---|---|---|---|
| | | | At the food festival | 5 2 20 |
| Review | What is the boy doing? | | Do you like spaghetti? | |
| Warm Up | I will warm my students up by revising the conversation from the previous lesson. | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to :<br>Learn new words(personal items)<br>Read the new words<br>Write the new words | Students ' book Page 20<br>Workbook page 20<br>The board<br>C D<br>Picture cards | New words<br>Green salad<br>Kebab- French fries – beef burger- spaghetti – barbecued chicken-<br>New structures<br>. | *Brain storming<br>*Problem solving<br>*Cooperative learning<br>*Self-learning | I will get them to open the book page 20<br>I will teach the new words using cards, I will write the words on the board.<br>I will get them to read and repeat them many times.<br>I will say the word and get them to point to the picture.<br>I will get them to play in groups to answer the work book page 20 | What is your favourite food?<br>Do you like kebab?<br>What are you going to eat ?<br>The work book page 20 | |
| Home assignment | Complete the workbook page 20 at home and revise the words . | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |



| Date | class | period | The title | Unit lesson page |
|---|---|---|---|---|
| | | | At the food festival | 5 3 21 |
| Review | Are you going to eat meat? | | What are you going to have? | |
| Warm Up | I will warm my students up by revising the food words from the last lesson. | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to :<br>*Write sentences<br><br>*Read sentences<br><br>*Ask questions about future meals. | Students ' book Page 21<br><br>Workbook page 21<br><br>The board<br><br>C D<br><br>Picture cards | New words<br>What did you do?<br><br>New structures<br>Asking and answering in the past | *Brain storming<br><br>*Problem solving<br><br>*Cooperative learning<br><br>*Self-learning | I will get them to open the book page 21<br>I will get them to read the question, Are you going to have meat? I will get them to know the future tense and answer using it, and then I will write what is he going to have? I will show a picture (spaghetti) and get them to answer me, I will do the same by getting them play in pair to ask and answer about each picture.<br>They will work in groups to answer the work book page21 | What is she going to have?<br><br>What are they going to have?<br><br>What are you going to have?<br><br>The workbook page 21 | |
| Home assignment | Complete the workbook page 21 at home and revise the words and the sentences. | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |



| Date | class | period | The title | Unit | lesson | page |
|---|---|---|---|---|---|---|
| | | | At the food festival | 5 | 4 | 22 |
| Review | What is she doing? | | What is she going to have? | | | |
| Warm Up | I will warm my students up by revising asking question about food in the future form. | | | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to :<br>Identify sounds of final (er)<br><br>Associate sound of letters with written form. | Students ' book Page 22<br><br>Workbook page 22<br><br>The board<br><br>C D<br><br>Picture cards | New words<br>Sister –<br>swimmer –<br>brother –<br>buster- lobster-<br>bigger- father -<br>mother<br><br>New structures<br>. | *Brain storming<br><br>*Problem solving<br><br>*Cooperative learning<br><br>*Self-learning | I will get them to open the book page 22<br>I will write the new words on the board, and teach them then get them to know the pronunciation of sound(er).<br>I will get them to read and repeat the words and try to find other words have the same (er) end.<br>I will get them to play in groups to answer the workbook page 22 | Say words have er<br>farmer<br>baker<br>computer<br><br>What is she doing?<br><br>What are you going to have?<br><br>The workbook page22 | |
| Home assignment | Complete the workbook page 22 at home and revise the words and words have (er). | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |



| Date | class | period | The title | Unit | lesson | page |
|---|---|---|---|---|---|---|
| | | | During the year | 6 | 1 | 23 |
| Review | What are you going to have? | | Where is the museum? | | | |
| Warm Up | I will warm my students up by revising the words and sentences from unit 5. | | | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to :<br>*Asking about the place, using where.<br><br>*Identify the speakers in a conversation. | Students ' book Page 23<br><br>Workbook page 23<br><br>The board<br><br>C D<br><br>Picture cards | New words<br>Favourite subject – maths- library- Go straight – music room – across from<br><br>New structures<br>Asking and answering about place. | *Brain storming<br><br>*Problem solving<br><br>*Cooperative learning<br><br>*Self-learning | Open the book page 23<br>I will teach the new words, by writing them on the board and express meaning.<br>I will get the pupils to listen to the text, and point to the speaker, I will ask them about what can they see in the picture.<br>I will get them to listen again and repeat.<br>I will get some pupils to act the conversation I will get them to work in groups to answer the work book page23. | Where are the children?<br><br>Where is the library?<br><br>What is your favourite subject?<br><br>The work book page 23 | |
| Home assignment | Complete the workbook page 23 at home and revise the new words. | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |



| Date | class | period | The title | Unit | lesson | page |
|---|---|---|---|---|---|---|
| | | | During the year | 6 | 2 | 24 |
| Review | What is the boy going to eat? | | Do you go to the beach in winter? | | | |
| Warm Up | I will warm my students up by revising the conversation from the previous lesson. | | | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to :<br>Learn new words<br><br>Read the new words<br><br>write the new words | Students ' book Page 24<br><br>Workbook page 24<br><br>The board<br><br>C D<br><br>Picture cards | New words<br>Spring – summer – winter- fall – plant flowers – pick apples – build a sand castle- go to the beach- go skiing-<br><br>New structures<br>Describe the weather in the different seasons. | *Brain storming<br><br>*Problem solving<br><br>*Cooperative learning<br><br>*Self-learning | I will get them to open the book page 24<br>I will teach the new sentences using cards, I will write the sentences on the board.<br>I will get them to read and repeat them many times.<br>I will say the sentence and get them to point to the picture.<br>I will get them to play in groups to answer the work book page 24 | When can you go skiing?<br><br>Do you pick apples in summer?<br><br>When can we go to the beach?<br><br>The work book page 24 | |
| Home assignment | Complete the workbook page 24 at home and revise the words . | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |



| Date | class | period | The title | Unit lesson page |
| --- | --- | --- | --- | --- |
| | | | During the year | 6 3 25 |
| Review | Are you going to go the beach? | | What are you going to have? | |
| Warm Up | I will warm my students up by revising the sentences from the last lesson. | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
| --- | --- | --- | --- | --- | --- | --- |
| By the end of the lesson the student will be able to :<br>* Ask for and give directions<br>*Write sentences<br>*Read sentences | Students ' book Page 25<br>Workbook page 25<br>The board<br>C D<br>Picture cards | New words<br>What did you do?<br>New structures<br>Asking and answering in the future simple. | *Brain storming<br>*Problem solving<br>*Cooperative learning<br>*Self-learning | I will get them to open the book page 25<br>I will get them to read the question, What do you do in winter? I will get them to remember the tense and answer it, and then I will write what will he do in summer? I will show a picture ( go to the beach) and get them to answer me, I will do the same by getting them play in pair to ask and answer about each picture.<br>They will work in groups to answer the work book page 25 | What will she do in spring?<br>What will they do in summer?<br>What will you do in fall?<br>The workbook page 25` | |
| Home assignment | Complete the workbook page 25 at home and revise the words. | | | | | |
| Self-evaluation | 1-Objectives Achieved | | | 2- Time management good | 3- Steps Covered | |



| Date | class | period | The title | Unit lesson page |
|---|---|---|---|---|
| | | | During the year | 6 4 26 |
| Review | What will she do? | | Will she go to the beach? | |
| Warm Up | I will warm my students up by revising asking question with will in the future form. | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to :<br><br>Identify the letter sounds ( al – aw – au )<br><br>Associate sound of letters with written form. | Students ' book Page 26<br><br>Workbook page 26<br><br>The board<br><br>C D<br><br>Picture cards | New words<br>Small- shawl – law – tall – paw – wall – call – laundry – saucer -<br><br>New structures<br>. | *Brain storming<br><br>*Problem solving<br><br>*Cooperative learning<br><br>*Self-learning | I will get them to open the book page 26<br>I will write the new words on the board, and teach them then get them to know the pronunciation of sounds (al – aw - au) the same pronunciation.<br>I will get them to read and repeat the words and try to find other words have the same.<br>I will get them to play in groups to answer the workbook page 26. | Say words have al , au, aw<br>wall<br>saucer<br>law<br><br>What will she do?<br><br>The workbook page26 | |
| Home assignment | Complete the workbook page 26 at home and revise the words and verbs have (al – au -aw). | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |



| Date | class | period | The title | Lesson page |
|---|---|---|---|---|
| | | | Review 2 | 1 27 |
| Review | What is she going to do? | | What will she do in the summer? | |
| Warm Up | I will warm my students up by revising asking question with did in the past form. | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to : Revise units 4 - 6<br><br>Conversations vocabulary and patterns | Students ' book Page 27<br><br>Workbook page 27<br><br>The board<br><br>C D<br><br>Picture cards | New words Revise units 4 to 6<br><br>New structures Future with going to - present simple with will + inf. | *Brain storming<br><br>*Problem solving<br><br>*Cooperative learning<br><br>*Self-learning | I will get them to open the book page 27<br>I will write some verbs on the board, and revise them, then get them to revise the pronunciation of sound(er).<br>I will get them to read and repeat the verbs and try to find other verbs have the same (al – au - aw) sounds.<br>I will get them to play in groups to answer the workbook page 27 | What is she going to do ?<br><br>What will she do in fall?<br><br>The workbook page 27 | |
| Home assignment | Complete the workbook page 27 at home and revise the words and sentences. | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |



| Date | class | period | The title | lesson page |
|---|---|---|---|---|
| | | | Review 2 | 2 28 |
| Review | What will she do? | | What is she going to have? | |
| Warm Up | I will warm my students up by revising asking question with will in the future form. | | | |

| Learning objectives | Teaching aids | Content | Teaching strategies | Procedures | Assessment | time |
|---|---|---|---|---|---|---|
| By the end of the lesson the student will be able to :<br><br>Revise units 4 - 6<br><br>Conversations vocabulary and patterns | Students ' book Page 28<br><br>Workbook page 28<br><br>The board<br><br>C D<br><br>Picture cards | New words<br>Revise the sentences from the units 4 to 6<br><br>New structures<br>Future with going to and future simple. | *Brain storming<br><br>*Problem solving<br><br>*Cooperative learning<br><br>*Self-learning | I will get them to open the book page 28<br>I will write some sentences and verbs on the board, and revise them then get them to know the future form with going to and future simple tense with will + inf.<br>I will get them to read and repeat the sentences and try to say other sentences have the same future form, then I will get them to play in groups to answer the workbook page 28 | What is your favourite food?<br><br>What will she do?<br><br>Where is the library?<br><br>The workbook page 28 | |
| Home assignment | Complete the workbook page 28 at home and revise the words and sentences. | | | | | |
| Self-evaluation | 1-Objectives Achieved | | 2- Time management good | | 3- Steps Covered | |

